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ABSTRACT

An increase in the number of bilingual schools has lead to a greater need for properly qualified and adequately trained teachers of school children of Hispanic heritage from non-English speaking homes. Characteristics of a good bilingual program are explored in this paper with occasional reference to writings of Andersson and Boyer, Fishman, and Mackey. The Dade County (Florida) program is cited for the progress it has achieved in bilingual education during the last decade. Implications for teacher training focus on: (1) language and linguistics, (2) curriculum and methods, (3) intercultural understanding, (4) evaluation and research, and (5) special program needs. (RL)

# TRAINING TEACHERS FOR SPANISH-SPEAKING CHILDREN ON THE MAINLAND*

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As the number of bilingual programs grows by geometric progression in mainland schools, the need for properly qualified and adequately trained teachers becomes more acute. Yet to date teacher-preparing institutions have done relatively little to train speakers of languages other than English to teach in their first language or mother tongue. In the summer of 1961 Gerard Brault directed at Bowdoin College the first institute for native speakers of French. In 1962 George Ayer of the University of Texas at Austin directed an institute for native speakers of Spanish, and in the summer of 1968, Theodore Andersson, directed - also in Austin - an institute for native Spanish-speaking elementary school teachers planning to teach in bilingual programs. Currently several additional bilingual institutes are being planned, and hopefully, their number will increase each year.(1) During the past year the School of Education of New York University established a new graduate program for teachers and supervisors who are engaged or expect to be engaged in bilingual education on all levels. Another teacher training program especially designed for prospective bilingual teachers who, without the help provided by this program, would not be able to go to college, is the one called Teacher Excellence for Economically Deprived and Culturally Differentiated Americans, directed by Dr. Guy C. Pryor of Our Lady of the Lake College, San Antonio, Texas.

A similar program under the direction of Dr. Dorothy Hurst Mills is in operation in Chapman College, Orange, California. In addition, several universities have been specializing of course in preparing teachers of English as a second language (E S L) for some time. Among these are: the University

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of Texas; Georgetown University; the University of Michigan; New York University and the University of California at Los Angeles, to name a few. Many of the teachers trained in these institutions, however, are foreigners preparing to return to their respective countries to teach English. They are thus not available for bilingual programs in the United States. Moreover, we must hasten to point out that although the teaching of English as a second language (T E S O L) is usually an important component of a bilingual education program, it alone will not solve all of the problems involved in educating the bilingual child.(2)

The Bilingual Education Act (B E A) was signed into law by President Lyndon B. Johnson on January 2, 1968. To date, unfortunately, however, a discussion involving such terms as "bilingual education," "bilingualism" and "bilingual" soon reveals many strikingly different concepts that educators and the general citizenry have of them.(3)

Thus, in referring to the development of adequate bilingual programs, and to the major difficulties which are encountered in the process, Andersson put it in rather amusing fashion when he wrote:

> "A successful design must be bilingual to satisfy linguista, bicultural to satisfy sociologists and anthropologists. It must be suited to the particular age of the children involved to satisfy developmental psychologists and early childhood specialists. It must be integrated to satisfy politicians and individualized to satisfy pedagogues, simple to satisfy teachers, functional to satisfy administrators, testable to satisfy research designers, effective to satisfy psychologists, economical to satisfy taxpayers, interesting to satisfy children, and convincing to satisfy the general public. In short, if a bilingual program is to satisfy so many special interests, it should be designed by a

team of specialists from many different disciplines."(4)

That some bilingual programs have been less than satisfactory in the past has been attested to by Ott(5) who maintains that some obvious weaknesses of these programs were over-emphasis of English language skills; under-estimating the power of the Spanish culture and the beauty of its language; and the lack of precisely the right mix or balance in an educational program which will fully develop the bilingual child and harmonize the two cultures in which he exists.

It is important, at this period, therefore, before we try to consider the training of teachers for the education of the Puerto Rican bilingual child on the mainland, that we arrive at an acceptable definition of what bilingual schooling is in rather broad terms: This has been given in the Draft Guidelines to the Bilingual Education Program as follows:

> "The Bilingual Education Program is designed to meet special educational needs of children three to eighteen years of age who have limited English-speaking ability and who come from environments where the dominent language is other than English. The concern is for children in this target group to develop greater competence in English, to become more proficient in the use of two languages, and to profit from increased educational opportunity. Though the Title VII program affirms the primary importance of English, it also recognizes that a child's mother tongue which is other than English can have a beneficial effect upon his education. The mother tongue, used as the medium of instruction before the child's command of English is sufficient to carry the whole load of his education, can help to prevent retardation in school performance.

> The literacy thus achieved in the non-English tongue, if further developed, should result in a more liberally educated adult.
>
> Bilingual education is instruction in two languages and the use of those two languages as mediums of instruction for any part of or all of the school curriculum. Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education."(6)

It thus becomes evident that the teacher's task in a program of bilingual education is indeed a challenging one, requiring a considerable degree of specialized training. Although we are fortunate in the United States in having great concentrations of persons who speak natively many languages other than English, the disconcerting truth is that most of these speakers are under-educated in their language and almost entirely untrained for this specialized task. Even those among them who are already teachers have usually received their education and their teacher training in English, not in their mother tongue. When suddenly called on to teach bilingually, they often feel unequal to the task.(7) Very often this feeling will be found to exist to an even greater degree among teachers whose mother tongue is English and who have been engaged to teach in bilingual programs not out of choice but out of necessity.

Unfortunately, very often it is the low man on the totem pole, the relatively inexperienced teacher, who is asked to teach the non-English-speaking pupil in the inner city school because some teachers with more training and experience prefer not to accept the challenge.

What qualifications should teachers have for programs of bilingual education? As far as we know, no really official definition has been advanced to date although Andersson and Boyer suggest that the Statement of Qualifications of Teachers of Foreign Languages prepared by a group of modern foreign language

teachers under the sponsorship of the Modern Language Association of America are largely applicable. These deal with the measurement of teacher qualifications in several areas - listening comprehension, speaking, reading, writing, applied linguistics, culture and civilization, and professional preparation, as measured by the Modern Language Association Foreign Language Proficiency Tests for Teachers and Advanced Students.(8) Although these go a long way toward meeting the challenge of bilingual education, they do not by any means satisfy the requirements completely. Bruce Gaarder and his Working Committee II mentioned some important ones such as:

> "All teachers of young children should be thoroughly familiar with the processes of child growth and development."
>
> "The teacher should be a literate native speaker of the standard dialect and if possible of the student's variant of the language. For work at the high school level and above, the teacher should have learned through the medium of the second language the subject matter to be taught."
>
> "The mother tongue teacher must, above all, know how to cope with dialectal variations, without disparagement of the student's idiolect and free of the misconception that the parents' speech is a serious impediment to learning."(9)

At a conference devoted to bilingualism held in El Paso, Texas,(10) the recommendations were made by Pascual(11) that teachers engaged in bilingual education understand: (1) the nature of language; (2) the nature and kinds of interference from one language to another; (3) thought processes and language acquisitions; (4) language and its relation to concept development; (5) phonology, morphology, and syntax; (6) methods and techniques of language instruction; (7) materials for language instruction.

Sharp[12] makes a plea for a teacher who is well prepared to meet not only the linguistic aspects of her task, but also the basic problems of intercultural communication posed by non-English speaking children. The teacher should be able to understand the "cultural world" that the children bring with them to school. In dealing with economically underprivileged pupils, she should initially base her lessons upon materials, realia and cultural contexts familiar to her charges. She should, however, in the course of the school year seek to expand her students' cultural world by the judicious use of actual objects brought into the classroom; pictures, films and field trips. This broadening of the pupils' horizons should not be one-sided: it should include, on the one hand, an increased understanding of the dominant Anglo-American culture of the United States and, on the other, a richer and more meaningful awareness of the positive values of the pupils' own Hispanic heritage.

Bell[13] found that the large influx of Cuban children into the Dade County Public Schools of Florida more than ten years ago found the traditionally trained North American teacher in no way prepared professionally to deal with the instructional challenges which the non-English speaking pupil represented, and quite often the teacher was also unprepared emotionally to deal effectively with these children. Since then, of course, the Dade County Public Schools have developed an outstanding program which has aroused the admiration of educators and the citizenry in general. In this connection, teachers, trained in developing concepts, using problem-solving techniques, had to develop an understanding of the principles of language learning as habit formation and the ability to apply these in their classrooms. To be effective as English-as-a-second-language teachers, they had to learn to distinguish language problems from academic problems, and be able to deal with both. Especially in the elementary school, a new breed of teachers was needed - thoroughly familiar

with the total curriculum, sensitive to the needs of children and yet skilled as language teachers. In other words, the need was for a teacher who is not just a "foreign language teacher," but who is a "second language teacher"; a "second language teacher" who can present the kind of instructional program which goes far beyond the usual objectives of foreign language teaching. Such a teacher is responsible for developing students who can function academically, socially and emotionally in a new language. It was the feeling of those who were responsible for planning the training program in the Dade County Public Schools that the teachers would be more receptive to theory and develop a better insight into their problems as language teachers, if theory were presented in terms which related directly to the teaching process.

According to the report two distinct types of teachers are needed to serve bilingual pupils. To develop the English part of the curriculum, we need teachers who are: (1) competent, professionally-trained teachers, (2) native speakers of English or who possess near-native proficiency, (3) trained in the traditional areas appropriate for teaching on elementary and secondary levels, and also trained in the principles of foreign language teaching.

To meet the vernacular needs of the bilingual pupil, we need teachers who are: (1) competent, professionally-trained teachers; (2) native speakers of Spanish or who possess near-native proficiency; (3) educated in Spanish and trained in language arts teaching.

Cline[14], in discussing the preparation of teachers of disadvantaged pupils stated that perhaps the reason for low achievement by minority group children may be the low expectation of their capacity to learn, held by culturally unsophisticated teachers. Many opportunities for better teaching are forfeited because of the teacher's lack of understanding of the customs, mores, and values that govern behavior in deprived areas. An understanding

of the mechanisms through which the culturally disadvantaged school child can be influenced and motivated are long overdue.

It is perhaps inappropriate to speak only in terms of training the "bilingual teacher" as though a single individual were all that is necessary in order to carry out successfully so complex a process as the education of the bilingual child in the inner city school. Actually, a good program will involve guidance counselors, teacher aides, parents, and other members of the community. All of these will require special training for an effective bilingual program.

Naturally the role of teachers and teacher aides will depend on the kind of bilingual program which a given community will wish to establish in order to meet its own special needs. It is not our purpose here to describe the various bilingual programs in operation in schools from Arizona to the Trust Territory of the Pacific Islands. Such programs run the gamut and range from a half hour's instruction in the non-English language every day to ones in which the non-English language is used ninety-five percent of the time at the beginning, and is gradually reduced, until it reaches parity with English.

Fishman(15) in an address presented at the 1970 meeting of T E S O L proposed a tentative typology of bilingual education programs based on differing kinds of community and school objectives. His four broad categories of bilingual education programs included:

Type I - Transitional Bilingualism

Type II - Monoliterate Bilingualism

Type III - Partial Bilingualism

Type IV - Full Bilingualism

Mackey(16) has presented an interesting "typology of bilingual education" in which he makes a plea for a simple and complete typology based on the only common denominator - the use of two or more languages. The basis of this

typology is the distribution of the languages throughout the entire learning environment (structured and unstructured). The languages are distributed in time and space (home - school - area - nation).

But it is not our purpose here to discuss the various bilingual programs that are now in existence or in the planning stage. They certainly deserve a full treatment elsewhere.

Implications for Teacher Training

Although the nature of bilingual programs may vary in different localities to meet special needs, it may perhaps be reasonable to assume that an adequate teacher training program can make some provision to meet the basic needs of all programs, with special consideration given to additional elements to meet local needs.

We have already discussed some of the personal qualities and professional qualifications that are sought in teachers who would successfully engage in bilingual education. It goes without saying that an adequate teacher training program should make ample provision for teachers to achieve competence or to improve their skills in all of these areas. Where responsibility for a bilingual program is shared by several teachers no single individual need attain competence in all areas. An acceptable teacher training program should, however, provide for courses or workshops which will deal specifically with all of the necessary knowledges and skills that teachers engaged in bilingual education should have. For greater clarity, we shall mention these under the following rubrics:

I. Language and Linguistics

This should include a contrastive study of the phonology and syntax of Spanish and English and a study of applied linguistics with emphasis on

the interference caused by structural differences between the native language of the learner and the second language he is studying. Provision should also be made here for increasing the competence of teachers in the use of both their native tongue and their second language.

II. Curriculum and Methods

Theory and practice of bilingual education. Teaching school subjects with a bilingual approach, to include such areas as: Language Arts, Social Studies, Mathematics and Science.

Methods in the teaching of a second language.

The preparation and use of curriculum materials and teaching aids in second language instruction.

III. Inter-Cultural Understanding

A study of the people and culture of Puerto Rico, including an appropriate appreciation of the history and contributions of the Puerto Rican people. Similar provision should be made for a sympathetic understanding of the peoples and cultures of Mexico and of Cuba where appropriate.

IV. Evaluation and Research

The construction, use and interpretation of tests in foreign language instruction. Introduction to methods of research for the purpose of attacking problems encountered in bilingual education programs.

V. Additional Miscellaneous Items to Meet Special Needs.

Administration and supervision of foreign language programs.

Selection and use of visual and auditory instructional media.

Instructional materials and modern teaching techniques.

In conclusion, undoubtedly many important considerations have been omitted from this very brief treatment of a subject that is of such vital

consequence in helping to open the door to full participation in our American society to many thousands of school children of Hispanic heritage from non-English speaking homes. It is our hope that further study, research and dialogue will enable us to increase our knowledge and our competence in this challenging field so that we may best serve the needs of our bilingual children. They are entitled to the best we can offer them. Let us not fail them.

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*An address delivered at the "Conference on the Education of Puerto Rican Children on the Mainland," sponsored by the Department of Education of the Commonwealth of Puerto Rico, in San Juan, Puerto Rico, October 18 to 21, 1970.

## NOTES

[1]Theodore Andersson and Mildred Boyer, Bilingual Schooling in the United States, Vol. 1 (U.S. Government Printing Office, 1970) p. 119.

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[3]Andersson and Boyer, op. cit., p. 7

[4]Southwest Educational Development Laboratory, News Release, May 1, 1970.

[5]Elizabeth Ott, "English in Bilingual Education," in Reports - Bilingual Education in Three Cultures, p. 14, Annual Conference of the Southwest Council for Bilingual Education, 1968, edited by Charles Olstad.

[6]Theodore Andersson and Mildred Boyer, Bilingual Schooling in the United States, Vol. 2 (U.S. Government Printing Office, 1970) p. 8

[7]Andersson and Boyer, op. cit., Vol. 1, p. 117.

[8]Andersson and Boyer, op. cit., Vol. 1, p. 116.

[9]A. Bruce Gaarder, Chairman, Working Committee II, Report on "The Challenge of Bilingualism," published under the title Foreign Language Teaching: Challenge to the Profession, p. 85, Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1965, edited by G. Reginald Bishop, Jr. Other contributors to the work of the Committee were: Joshua A. Fishman, Wallace E. Lambert, Elizabeth Anisfeld, Gerard J. Brault, Pauline M. Rojas, Louis L. Curcio, Norman D. Kurland.

[10]Ray Past, Chairman, Report III, "Bilingualism: From The Viewpoint of Recruitment And Preparation of Bilingual Teachers," published under the title Reports Bilingualism, pp. 44-62, Third Annual Conference, Southwest Council of Foreign Language Teachers, Nov. 4-5, 1966, edited by Charles Stubing. Henry W. Pascual, John M. Sharp, Elizabeth Zaborowski, Paul Bell and Marion Cline contributed to the Report.

[11]Henry W. Pascual, Third Annual Conference, Southwest Council of Foreign Language Teachers, pp. 47-49.

[12]John M. Sharp, op. cit., pp. 50-53.

[13]Paul W. Bell, op. cit., pp. 57-60.

[14]Marion Cline, Jr., op. cit., p. 61.

[15]Joshua A. Fishman, "Bilingual Education in Sociolinguistic Perspective," Address delivered at the 1970 Meeting of T E S O L, March 20-29, 1970, San Francisco, California.

NOTES (continued)

16 William F. Mackey, "A Typology of Bilingual Education," Foreign Language Annals, May, 1970, pp. 596-608.